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ABSTRACT

To aid high school classroom teachers as they develop and implement programs on global issues, the workbook presents suggestions on program procedures and on tailoring global education programs to meet individual school needs. The workbook begins by exploring global interdependence and stressing that major reasons for offering global education programs include: helping students prepare for life in the 21st century, exposing students to people and things to which they are not accustomed, and helping students recognize the value of different opinions. A major objective is to increase cooperative attitudes in the classroom as well as in relation to world affairs. Another section explains how teachers can review various types of global education programs (for example, those based on places and events, cultures, actors and interactors, and/or issues) to determine which emphases will contribute most to the program for their school. Also discussed are general process objectives which should be incorporated into all global education programs. These objectives include that the school district should approve the program, the staff should make decisions collectively, the program should be interdisciplinary, and students and teachers should work together to plan, implement, and evaluate the program. A final section outlines and explains how to elaborate on process objectives in areas of staff and administrative adoption/approval, school commitments and responsibilities, curriculum, and evaluation. (DB)

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A Parable

Once upon a time there was a class,
and the class members became aware that
many living things were in danger.
They compiled a list of the many
endangered plants and animals.

They were concerned, but after all
did it really matter,
would life be so very different?
Then one young girl said,
"How strange that we should make up a
list of living things in danger
and fail to list ourselves."

Jon Rye Kinghorn

SO 011 719

Implementation Guide

This Guide was written by Jon Rye Kinghorn with the assistance of the North Central Task Force and special assistance from Karl Clauset and John Vaughn.

A program of Commission on Schools, North Central Association and International Affairs, Charles F. Kettering Foundation

School Improvement through Global Education

"NOTHING EVER BUILT
AROSE TO TOUCH THE SKIES
UNLESS SOME MAN DREAMED
THAT IT SHOULD,
SOME MAN BELIEVED
THAT IT COULD,
AND SOME MAN WILLED
THAT IT MUST."

Charles F. Kettering

The Charles F. Kettering Foundation is a nonprofit, research-oriented foundation established in 1927. Its scope includes elementary and secondary education, urban affairs, science, and international affairs. The foundation undertakes research on a wide range of issues through program staff specialists and contracts to outside agencies. Many of the international affairs projects are carried out in cooperation with other institutions.

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To K. Forbis Jordan for his faith and vision.

The North Central Association of Colleges and Schools is a voluntary cooperative of schools, colleges, and universities dedicated to improving education through accreditation and evaluation procedures. It is one of six regional associations that serve educational institutions in the United States and is the largest of the six, encompassing within its service area nineteen states spanning the nation's mid-region from West Virginia to Wyoming, Arizona to Minnesota.

Foreword

We wish to express our appreciation to the Kettering Foundation for its assistance to the North Central Association as co-sponsor of this Global Education project. This is but the latest chapter in the Foundation's long and admirable history of fostering significant school improvement activities.

On behalf of the many students whose educational programs will be enriched by the addition of a global perspective, the Commission extends its gratitude to all of the educators who have brought the project forward to a format available to interested schools.

It is our hope that these initial efforts will gain momentum as they become known to an ever-widening circle of teachers and administrators. What hangs in the balance is no less a matter than the survival of humaneness and humanity.

John W. Vaughn
Executive Secretary
North Central Association of Colleges and Schools
Commission on Schools

"Certainly school people can benefit from outside help, as can people in other types of organizations. But they will benefit only if they receive help in doing what they think needs to be done, in doing what they believe in doing. They need to be partners in a venture, not the victims of that venture."

Charles L. Willis
Senior Planning Officer
Charles F. Kettering Foundation

Four Essential Themes of the Program

- Valuing Diversity
- Developing Effective Working Relationships with Others
- Understanding the World as an Interdependent System
- Understanding Prevailing World Conditions, the Process of Change, and Emerging Trends

Address at the opening ceremony of International/United Nations' Week at Jakarta International School, October 17-21, 1977:

On my way to school this morning I breathed the pollution of Jakarta mixed with the pollution from burning oil wells in Saudi Arabia and forest fires in California.
Not because I wanted to breathe international pollution.
Not because breathing international pollution is the way it ought to be.
But simply because that's the way it is today on this spaceship we call Earth.

Most of you came to school this morning in cars or buses made in Japan or Germany, with Indonesian drivers, seats made from petroleum products from the Middle East.
Not because you wanted to ride to school in an international vehicle.
Not because you ought to ride to school in an international vehicle.
But simply because that is the way it is today on this spaceship we call Earth.

When your grandparents and I were your age, we did not really see that we were all travelers through space on one fragile ship we were calling Mother Earth. We didn't really see that our pollution from New York would be shared in Jakarta and that oil from Indonesia would keep us warm in Canada.

It was after all of the world's people were torn apart by World War II that some wise men began to see that we are indeed fellow travelers in space, on one world, where we share the same technological advances, and the same problems. And some problems were caused by new inventions which we thought would solve other problems.

Not because we wanted the world to be one spaceship called Earth.
Not because we decided it ought to be one spaceship called Earth.
But simply because that's the way it is today.

I think that is what the United Nations is all about.
I think that's what our celebration of United Nations' Week is all about.
Not something which is the way we want it,
Not something which is the way it ought to be,
But something which is just the way it is today.

We live on one magnificent globe hurtling through space.
We breathe one finite body of air.
We drink one finite body of water.
We share one pool of human intellect.
We share one pool of human folly.
Not because we want it that way,
Not because it ought to be that way,
But simply because that's the way it is on this spaceship we call Earth.

And it is all yours.
You inherit all the marvels of technology.
You inherit all the problems which come with each advance.
You inherit all the fruits of creative geniuses.
You inherit all the fruits of the geniuses of destruction.
Not because you want to have it,
Not because you ought to have it,
But simply because you are the twenty-first century pilots of this spaceship we call Earth.
And that, I think, is what our celebration of United Nations' Week is all about.

The Fleming Clemson Family
Teachers—Jakarta

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Introduction

When the Apollo astronauts took photographs of "earthrise" from the moon, we gained a whole new perspective of ourselves. For the first time, we saw our fragile blue planet, jewellike in the black infinity of space, and the realization came. How alone we are in the vastness! We truly are, as Archibald MacLeish has named us, "riders on the earth together."

This new global awareness forces us all to confront our common needs and problems. As travelers together on "spaceship Earth," we must plan for the future of our planet—and work to solve the problems of the present. The task requires skill, sensitivity, innovation, and understanding. The need for global education has never been greater.

Our global problems are many and familiar: conservation of natural resources, establishment of a just and equitable world economic order, distribution of food, treatment of disease, containment of military power, development of energy sources—the list could be extended. As the number and complexity of global issues continues to mount, the search for solutions becomes more urgent.

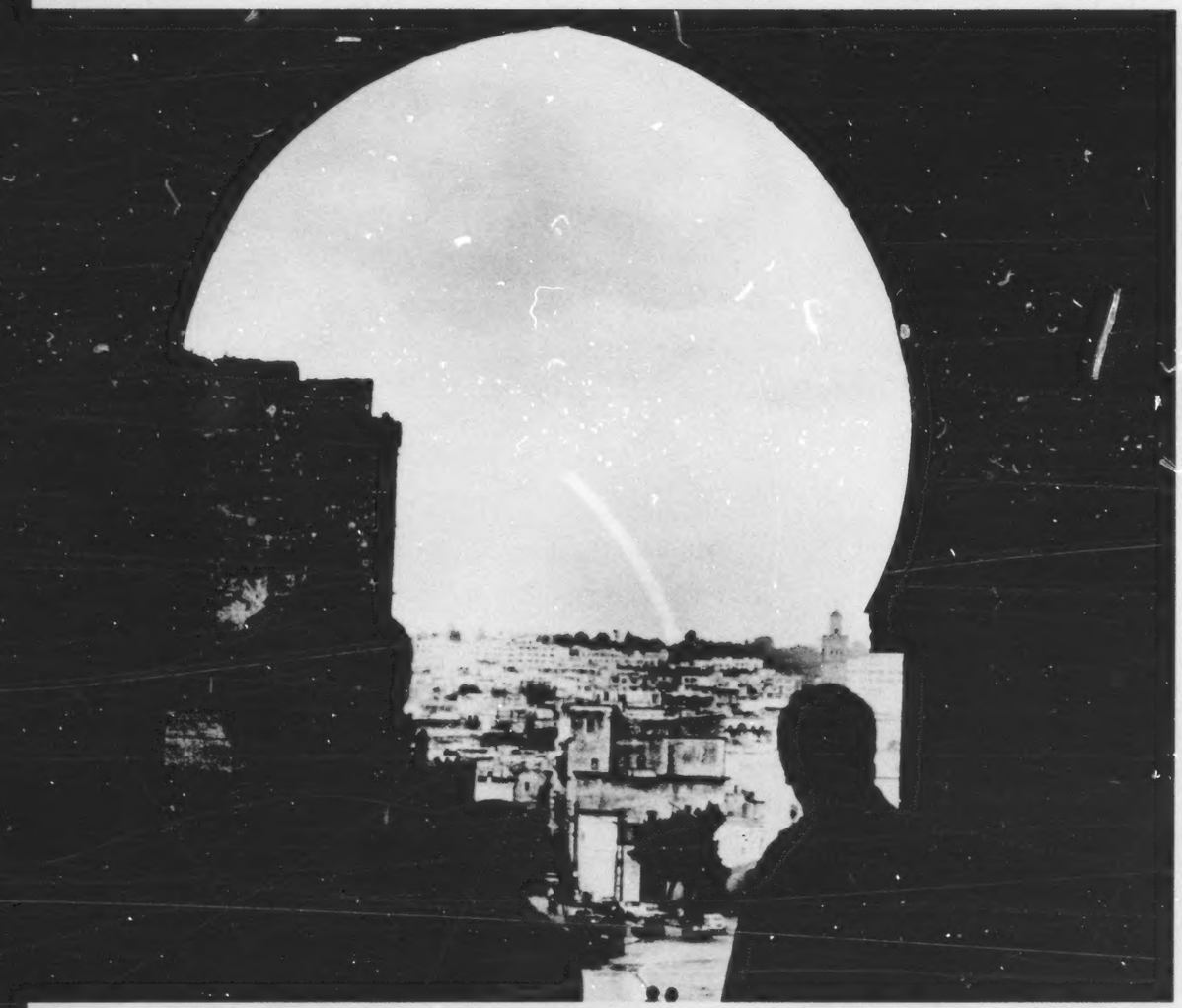
As there are many problems of increasing complexity, there are many varying possible solutions and paths to those solutions. Working in these directions will require group decision-making and action at all levels: local, state, national, and international. One thing is certain—we cannot afford to respond in ways that are sporadic or unplanned.

Growing awareness of global interdependence has already prompted many people to seek a better understanding of worldwide problems and their causes. These efforts vary in their effectiveness.

Each year, many people in the wealthier countries of the world give money to help those living in less developed nations. It is a simple, straightforward approach presumed to do good. Unfortunately, this dollar-bill type solution to problems may not contribute much to long-range relief and certainly contributes even less to better understanding of extremely complex global issues.

Some people turn to a program of academic study for insight into global problems. Such in-depth study is an alternative which may help individuals to gain a better understanding of the world community. Constraints such as time and money, however, make this a reasonable option for relatively few people.

Many people have had opportunities to travel, or even to live abroad. While some may actually have their prejudices reinforced by time spent in other cultures, for most, overseas travel is an eye-opening and mind-expanding positive experience. The Peace Corps, now over fifteen years old, has provided many Americans with firsthand experiences living in developing nations. Returning Peace Corps workers bring a deeper comprehension of international



problems and issues back to the United States and share these understandings with their friends, relatives, and neighbors in the communities in which they settle.

Active reading of current international news and participation in world affairs study groups and exchange programs are excellent alternatives for becoming better informed about global issues. Most communities have service organizations which sponsor a variety of exciting programs geared to helping citizens to become more aware of international relationships. Many Americans contact people living in other countries through business, travel, personal friends, or relatives living outside the United States. Programs such as Sister Cities and Partners of the Americas involve American communities in exchange programs with communities of similar size in other countries.

Global problems are extremely complex and defy any single solution. The answers which we "know" to be obvious and logical often cannot be implemented because of the history, traditions, and customs of other people. Only through sincere efforts to think openly can we gain the understanding and commitment necessary to pursue positive approaches to global problems.

We welcome you to the search for alternative solutions to global issues. This program is designed to help you and your school begin to make a response to the need for both global education and school improvement.

Consensus and diversity—these two concepts, seemingly contradictory yet complementary, acknowledge the individuality of each school, each administrator, each teacher, and each student. Through consensus, you can focus on specific areas of concern and agree on goal statements which fit your needs. Through all the glorious diversity of which human beings are capable, you can develop activities and directions which bring you ever closer to those goals.

Implementation of the School Improvement through Global Education program is suggested by three basic documents. The booklet, *Consensus and Diversity,* outlines a process for total staff orientation to the project. The booklet, *A Guide to Four Essential Themes,* may be thought of as a curriculum guide. A third booklet, *Implementation Guide,* suggests processes for implementing the total program.

On the following pages, the need for this program is explained, its urgency and timeliness are stressed, and the procedures carefully plotted. The direction is provided, but if the program is to succeed, it needs *you*—your experience, knowledge, understanding, and commitment. The contributions you can make will help to build an improved school situation and an increasingly mature global perspective for you, for your colleagues, and for your students.

I. What a Global Perspective Is

First, get a pencil and write your name here.

_____

Now that you have a pencil in your hand, keep it there. This program has been designed to guide you through the development of your personal response to School Improvement through Global Education. You will not find easy answers or prepared lesson plans here. You WILL find insights and exercises we hope will help you by guiding your thoughts and directing your planning. You will need your pencil because the response you make to global education will be the response you develop for yourself using this guide.

The stimulus for studying international affairs in schools comes from many sources. Teachers and their professional organizations, parent groups, colleges and universities as well as public organizations and foundations have expressed the view that Americans need a better understanding of our national interest within a larger global setting. Since the late 1950s, it has been national policy to teach Americans about the nations and peoples of the world with a view to making us more aware of international relationships.

The implications of an expanded global perspective have been recognized by many national and international leaders. Dwight D. Eisenhower said, "One of the surest ways to bring about world peace is for all of the young people of all nations to know and understand each other."

John F. Kennedy observed that there is strength in the differences between people and nations when he said, "We must make the world safe for diversity."

J. William Fulbright expressed the importance of a global perspective when he said, "In order to create a constituency for the concept of a United Nations, we need a program . . . in which people from all over the world will come to know one another and to respect and understand the traditions and cultures and values of other people."

Not long ago, the world's understanding of its interdependency snapped sharply into focus when the oil producing nations of the Middle East interrupted the flow of essential crude oil to the U.S. and other energy consuming nations. The impact on our economy was staggering. A reduction of only a few percentage points in the supply of an absolutely essential raw material curtailed our transportation systems, affected our manufacturing capability, and altered our international economic philosophy.

There is another result of an oil embargo which may outweigh the higher cost we pay for oil. As Americans, we took a hard look at a people about whom we knew very little and understood almost nothing at all. Certainly many of us have developed new attitudes toward nations we once believed to be underdeveloped and, therefore, unimportant.

In the future, more and more people will find ways to merchandise their resources, both human and natural, to gain more leverage in the international economic system. They will use economic power to obtain more of the things they want and need to improve their lives.

A true global perspective involves recognition of the rights of others to share in the world's wealth. It anticipates that these people will also contribute to the welfare of all the inhabitants of the earth. We in economically developed nations may find that we are the chief beneficiaries of a process that brings more and more people into the system.

The important questions in international affairs concern the conditions under which all peoples of the

earth can live well together, free from violence or threats of violence and free of despair and misery. Since few of us are willing to lower our standards of living to help the poor, the questions center around how we can help others improve their standards and how long the poor nations will wait before they refuse to wait any longer. Perhaps the people of the developed nations will need to reconsider how they measure progress.

Schools Must Offer Programs That Help Students Prepare for Life in the Twenty-First Century

In the world for which schools are preparing today's students, international affairs will be much more significant in every lifestyle and every career. Even now, a person can easily direct-dial an international telephone call or quickly fly to parts of the world thought to be remote and hostile just a generation ago. Every major community has extensive international contact. Improvements in communications and transportation will continue to make interaction among nations and cultures more frequent and more meaningful.

Adults in the twenty-first century will require a thorough background in international affairs. Training today must include development of skills and concepts students can use to form their own global perspective—tools to deal actively and effectively in an interdependent world-wide environment.

Knowledge of cultural and national differences will not be enough. Social studies and foreign language training will not satisfy the students' requirements for understanding. Tomorrow's adults will need constructive attitudes toward the differences which exist between people and cultures. They will require a set of values which will allow them to deal effectively with change in a rapidly developing global community. As our own interests interact with the interests of those in other parts of the world, there will be a search for common ground so the interests of all will be protected.

Tomorrow's citizens will find there are differences between themselves and other people, and they will have to look for strengths in these differences. They will have more and more opportunities to interact with people whose values do not agree with their own, and they will need attitudes that will help them build strong working relationships nonetheless. They will need an appreciation of the interdependency of the peoples of the world which goes beyond knowledge of geography, history, and language. Students must begin now to learn to respond positively and easily to change because change is the only thing we can promise them in the future.

We must all recognize the world as an interdependent system. It contains resources both human and natural. It is powered by energy both creative and mechanical. But the earth's resources are all limited in some way. Either the supply is finite or the distribution is inadequate. In some cases both are true, which compounds the problems still further.

The future leaders of business, industry, government, science, and education will be those who can cope with change, deal with the earth as a system, and appreciate both human resources and creative energy. They will find ways to improve the quality of life for all the inhabitants of our tiny planet.

How do you feel about a global perspective? How do you feel about what has been said up to this point? Remember, your personal response to School Im-

provement through Global Education does not require you to agree with everything we say. All we ask is that you think about it with us and formulate some new ideas of your own.

Write here what you believe to be the most important sentence in the first two sections.

_____

_____

_____

Is there a particular statement or assumption with which you do not agree? What is it?

_____

_____

_____

A Global Perspective Is Appropriate in Every Facet of School Life

First, let's discuss a problem we expect to face throughout the early stages of this program. Global education is not a course or a subject. It is not a unit on international interdependence nor is it a system for teaching social studies. Your personal response to global education will not be outlined for you by the school or department.

We believe it is important for you to come up with your own definition of global education, but we want to give you some guidance along the way.

Global perspective has a place in every facet of education. That is not to say that every teacher must include global education in every lesson every day. But it does mean that every teacher in every class from science to physical education should develop a response to School Improvement through Global Education. This response can be woven into the fabric of the curriculum.

Global education is a way of teaching. It recognizes some basic truths about the condition of the world and, where appropriate, includes references to international perspectives in lesson plans. It is a point of view which must be reflected in every unit of study. Global education implies some guidelines which teachers use to test their lessons to confirm their consistence with the educational needs of students who will have to function successfully now and in the twenty-first century.

Global education is also a way of learning. Students benefit from thought processes, learning experiences, and attitude-shaping exercises which help them prepare for real-life problem-solving now and in the next century. An effective global education program allows students to benefit from exposure to people and things to which they are not accustomed. Global education enhances students' ability to relate successfully to other people even when there are important differences in opinions, beliefs, and cultures. It offers students a perspective they can use to evaluate new knowledge. And global education offers them a background that will help them cope with change in the future.

We call this program School Improvement through Global Education because we believe your personal response to global education combined with that of your fellow teachers and administrators will increase the value of the education your students receive. It does that by helping you make sure the education you

are offering is sensitive to what you know students will need now and later in their lives and careers.

This program goes one important step further. The same attitudes and perspectives that will make students more successful in dealing with the world in the twenty-first century will help students and teachers become more effective in dealing with one another in the school community today. Important facets of the program are:

- recognizing the value of different opinions,
- working with other people,
- being sensitive to the interdependence of departments and individuals within the school organization, and
- responding to changes in the school.

Each worthwhile global education goal leads to a broader, more realistic global perspective, and it also has implications for improving the systems working within the school. It is easy to simply say, "We are all in this together so let's cooperate." And perhaps that statement should be made somewhere along the way. But the School Improvement through Global Education program offers a way to *achieve* a cooperative organization or system. It calls upon each individual to make a personal response which is consistent with that individual's role in the organization or system.

Define Global Education

For you to have a true participatory role in the School Improvement through Global Education program in your school, you must develop your own concept of global education. We want you to consider how a global perspective will affect you, your school, your students and, most importantly, your teaching.

There are some problems with consensus definitions so we will not attempt to provide one. We have collected some definitions written by teachers like you and offer them as samples for you to consider.

- Global education is education which is sensitive to the world-wide implications of mankind's interdependence.
- Global education reaches beyond isolation and chauvinism—recognizing the obligation of each human being to every other human being while at the same time preserving the rightful self-interests of all.
- Global education is a set of competencies needed to enhance an individual's effective and responsible participation in world affairs.
- Global education is attaining an increased awareness of the broad global perspective essential to an understanding of the world as it is today and will be tomorrow.
- Global education is developing skills, attitudes, and values that facilitate living in the world of today and in the future.

Mull over what you have read so far and these definitions of global education supplied by teachers and educators. Now, plan and write your own definition in the space below. Your definition should be different from any suggested. It should reflect your unique global perspective and your educational responsibilities in your school.

We use the word "perspective" often in discussing global education. To the artist, perspective means the way things look when viewed from a certain angle. That's a good definition for us because it takes into account the fact that things do look different when viewed from different angles. The engineer knows you get a better understanding of how something really is when you look at it from many angles. That's important, too. We want to look at the world from as many angles as possible to get the best possible understanding of what humankind really looks like.

One way to do that is to ask different people what the world looks like to them. If your school is in session now, ask students to write one or two sentence definitions of global education. Tell them as much as you want to help them get started but don't define it for them.

Compare their definitions. Pick two or three you think are very good and write them here.

How are theirs different from yours? Does studying the definitions others have proposed give you new insight into your own? Would you benefit by comparing your definition of global education with definitions of others on the school staff?

The School Improvement through Global Education program calls upon every member of the staff at your school to make a personal response to global education. But it does not dictate what that response must be nor does it provide any specific curriculum content. That is for you to decide with your fellow teachers and staff members.

Your participation in the School Improvement through Global Education program will have a positive impact on your personal life. The extent to which you benefit is a function of the seriousness with which you regard your personal role in the program in your school. You will become increasingly aware of important differences among people even in your own class or within your own family. You will become sensitive to sources of creative energy which are all around you. Think of your classroom as one part of the world and the world as part of your classroom. You are developing a global perspective.

The two facets of the program—global education and school improvement—complement each other and should develop concurrently. A global perspective can be applied to the school with tangible, positive results.

What Do You Think This Program Should Accomplish?

By now, everyone in your school has heard about the global education program and many heads have nodded. "Oh, yes," people have said, "we should do that. That sounds good."

Do what?

Remember, this program does not simply establish

a check list of things to do and an impressive vocabulary of new terms. In fact, you have to create your own lists and perhaps develop your own terms.

Here are five things we believe must be done to completely and efficiently implement a new program in the schools.

1. Communicate in fundamental concepts rather than labels.

It is much easier to adopt a new way of talking about a subject than a new way of doing it. Be sure to avoid educational buzz-words and cliches when you make your list of objectives. Be specific. What do you want to see when a student graduates? How will success look? The sixteen Process Objectives help describe the program in fundamental concepts. A program label will do little to help others understand what you want to accomplish.

2. Draw on all the resources for educational improvement.

This program implementation guide does not offer a canned approach to global education which bids you to follow an outline right out the window. It requires you to make a personal response. Further, it calls upon all members of your school community to contribute to the efforts of every other participant. Everyone doesn't have to respond in the same way, but everyone should share the insights and understanding offered by the others.

3. Provide opportunities to learn how to implement a program.

Participation in the Consensus and Diversity workshops makes everyone an active contributor to the program. This works better than offering a booklet that simply lists the implementation procedure. Make sure everyone is involved. Inservice should provide opportunities to learn how as well as opportunities to learn about. Inservice should stress involvement, learning by doing.

4. Be clear about the benefits that will accrue as a result of the program.

The School Improvement through Global Education program will not necessarily increase standardized math and verbal scores nor will it necessarily solve any other traditional school problems. It is a new dimension which can be added to any educational program. Be specific and realistic in your objectives. Consider what can and cannot happen here.

5. Work together.

Teachers spend much time in meetings, but too often the meeting isn't a matter of active participation by everyone in attendance. Even when response is sought from the meeting leader, a few speak out and the rest are silent. This is a lost resource. Do whatever is necessary to get everyone involved in the program. If you have a meeting, be certain the purposes are clearly identified. The meeting should have an agenda and an opportunity to discuss options. Before ending the meeting, take time to reflect on achievement. Did we accomplish our goals? Could we improve our meeting processes? What do we need to accomplish at our next meeting?

II. Implementing a School Improvement through Global Education Program in Your School

In October, 1977, the North Central Association Commission on Schools announced a joint project with the Charles F. Kettering Foundation. The project is the School Improvement through Global Education program in which you are now involved.

The dual objectives of the program are:

- school improvement through focused activities, and
- increased awareness among participants of the global perspective essential to understanding today's world.

The first step of the program was definition and design. The Commission assembled a wealth of material from existing programs on international education. In reviewing the programs, the Commission found much to help it in designing its process oriented approach to integrating global education into the curriculum.

Currently, global education is in the high schools as a new social studies course or as an emphasis in some existing courses. The Commission's view was that most approaches considered global education as "a thing apart" from other units of study and therefore divorced from other curriculum units. The Commission classified present approaches into four groups:

Places and Events—Dividing the world by places and events has been a common approach for generations. Classes would study Europe, then Latin America, then China, and so on. Or, study would focus on the Revolutionary War, the War of 1812, the Civil War, and so on. Most people learned about the world this way, and most teachers learned to teach their students this way. Often, communities judge their schools by their consistency with this approach.

Cultures—This approach is deeper and concerns itself to a greater extent with why things happen. In this approach a culture is studied so the student learns how the social structure evolves and how political and economic developments lead logically from one event to another. Students acquire insight into their own culture by comparing it with others. They develop respect and empathy for people different from themselves and they develop a sense of the meaning of "humankind."

Actors and Interactions—Although usually confined to higher education, this approach can be found in some public schools. It involves studying principal actors in world systems such as governments, multinational companies, and movements. This approach focuses on systems and shows how they affect cultures and events. It is a difficult approach because it requires considerably more study to obtain a global perspective.

Issues—The most recent approach to global study is based on issues that concern the peoples of the world. Such issues as environmental degradation, population, world hunger, and energy focus student attention on all areas of the social sciences. Successful study assumes knowledge of places and events, cultures and actors, and interactions. For example, the

study of international terrorism could hardly be undertaken without a complete understanding of the places and events, the cultures of the people involved, and of the actors who are or have been leaders in the history of the issue.

Because the issues approach does offer the possibility of leading to a contemporary global awareness, a number of international organizations and agencies have drawn up their own lists of issues. The lists reflect various estimates of concerns and their relative urgency. The Commission studied these lists.

But the principle conclusion reached by the Commission did not concern content. The Commission determined the problem to lie in the application of global education in school curriculum. The most important deficiency in global education, the Commission felt, was that global education was generally thought of as a subject matter not a curriculum-wide consciousness. The School Improvement through Global Education program should permit a response by every member of the school community to reflect the interrelations of earth as a system.

Now, it is up to you to respond to this concept. This guide has been prepared to guide your planning and help direct your thinking.

The North Central-Kettering Program

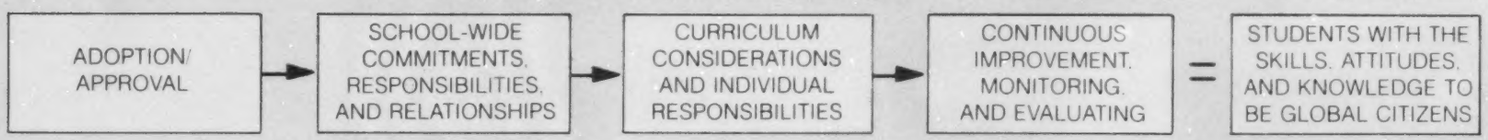
The School Improvement through Global Education program will be implemented through a process that involves the entire school community. It will develop attitudes, skills, and knowledge basic to a global awareness among students. It will improve the daily operation of the school by showing students and members of the staff how to work together, benefit from diversity, and build upon an existing foundation of interdependency.

The program is defined by sixteen Process Objectives. These Process Objectives have been arranged in four categories to facilitate planning and organize implementation. We have no intention of telling you what to teach, but we do have some experience in setting out a process that works. Process Objectives are just that, a process.

Under each category, appropriate Process Objectives help you plan your response to global education and help guide your school's program development. However, the Process Objectives will not be equally implemented. Some may be done easily, quickly, and completely while others may never be totally realized.

Your school should not attempt to implement all sixteen Process Objectives at once. It is not necessary to implement them in the order listed, although we have arranged them carefully so they will follow logically in most situations. Your school staff will evaluate each Process Objective, set priorities, assign responsibilities, allocate resources, and formulate its own program.

We have provided a rationale for each Process Objective in this guide. Deviate from our Process Objectives only after careful study and thorough discussion.


ADOPTION/ APPROVAL
SCHOOL-WIDE COMMITMENTS, RESPONSIBILITIES, AND RELATIONSHIPS
CURRICULUM CONSIDERATIONS AND INDIVIDUAL RESPONSIBILITIES
CONTINUOUS IMPROVEMENT, MONITORING, AND EVALUATING
=
STUDENTS WITH THE SKILLS, ATTITUDES, AND KNOWLEDGE TO BE GLOBAL CITIZENS

We have suggested how many schools might look if the objectives were to be achieved. You will draft your own indicators. You will also create your own implementation plans, but we have supplied some ideas for your review.

The following pages explain how to use the Process Objective approach to School Improvement through Global Education.

Process Objectives Are Guideposts to Successful Implementation

The rationale for each Process Objective and each category is contained in this guidebook. All participants in the program will benefit from the Process Objective approach in terms of an increased awareness of global perspectives.

Adoption/Approval

Process Objective 1

The school district has approved the school staff's decision to implement a program of global education.

Process Objective 2

The school and the school district understand that a program of global education is not expected to produce standardized results.

Process Objective 3

The staff makes decisions collectively about the global education program at each stage of its development.

These activities will establish that the program is supported by both the central office and the building level staff. Basing the program on the commitment of all concerned will result in far more enthusiasm and support than could be achieved if the program were simply announced and dictated to the participants.

The activities within this first category serve to set institutional direction and goals, to legitimate the reallocation of resources, and to involve the whole school community in the global awareness program.

School-wide Commitments, Responsibilities, and Relationships

Process Objective 4

In the school, there are building, department, and individual teacher goals and objectives for global education.

Process Objective 5

The school has a global education steering committee of teachers to help formulate school-wide policies and operational procedures.

Process Objective 6

The responsibilities for global education rest with all staff in every discipline.

Process Objective 7

The school facilitates interdisciplinary learning experiences.

Process Objective 8

The school develops an effective program for bringing the community into the school and the school into the community as a laboratory for developing global experiences.

Process Objectives within this category provide the framework within which the staff can carry out the program. It is easy to set up a school-wide steering committee, but making it an effective organization takes effort and commitment.

All school staff, student, and community representatives take part in approving and adding to the global education Process Objectives for their own school. Within the school, building-wide and individual teacher goals are established for the program.

Although a global education steering committee of teachers helps to formulate school-wide policies and procedures, the responsibility for global education rests with all staff in every discipline. The school must find ways to bring the community into the school and the school into the community as a laboratory for global education experience.

Curriculum Considerations and Individual Responsibilities

Process Objective 9

Every course or major learning experience will increase the student's global awareness.

Process Objective 10

Students accept increasing responsibility to work individually, with other students, with staff members, and with their parents to plan and evaluate their progress toward the global education Process Objectives.

Process Objective 11

Students and staff value differences in others and diversity of ideas and opinions.

Process Objective 12

Students and teachers work together to develop global education programs, respond to one another's needs, share strengths, trust in each other's abilities, and communicate openly.

Process Objective 13

Students and teachers work together to increasingly understand the world as an interdependent system.

Process Objective 14

Students and teachers work together to increasingly understand prevailing world conditions, the process of change, and emerging trends.

The purpose of the third category of Process Objectives is to establish appropriate activities which will assist in making the School Improvement through Global Education program successful. All participants accept the responsibility for working with other participants to achieve the Process Objectives they have mutually agreed to.

As part of this category, Process Objectives 11, 12, 13, and 14 spell out the essential themes which are the framework of the curriculum components of the program. The themes allow the teacher to apply the principles of global education to any subject, discipline, or activity in the school.

The four themes are:

- Valuing diversity
- Developing effective working relationships with others
- Understanding the world as an interdependent system
- Understanding prevailing world conditions, the process of change, and emerging trends

The frame of reference established by these four themes allows the participants to relate what they learn in school to their own lives. The themes offer a way of relating classroom material to participation in society as a global citizen. They add new, exciting, and useful perspectives to any school subject or unit of study.

Over a period of time (which could be several years in some cases), each teacher can make a personal response to each of the four themes. Global issues need not be introduced every day or with every topic, nor should the themes be artificially connected to class material. You make only the responses you feel are appropriate. You make a professional judgment with respect to your present material and methods to determine whether they reflect an accurate global perspective.

Continuous Improvement, Monitoring, and Evaluating

Process Objective 15

The staff is responsible for monitoring, evaluating, and improving the global education program.

Process Objective 16

Personalized inservice programs in the area of global education are developed and implemented by the school staff as well as by individual teachers.

In order to establish an effective monitoring system, planning, evaluation, and improvement procedures are undertaken by the steering committee assisted by other members of the staff as required. This allows the program to function in an orderly manner and permits all participants to benefit from the successes and failures of individual responses. The critical monitoring process is applied to each Process Objective in the first three categories including the initial steps. This is necessary to ensure maintenance of approval and support by central office and community representatives.

Programs are developed and implemented at the school level—personalized inservice projects as well as individual projects. This is necessary to make the program grow and improve. Such continuous participation ensures the vitality of each school's unique program for global education and self-improvement.

"What do you call this program, Miss?"

Quite likely you will be asked this question many times. Parents, students, and other teachers will be looking for a label. Surprisingly, your answer could greatly influence the success of the program.

Your answer should be, "We call it our program. It's a North High School program."

An answer such as, "It is a North Central or a North Central-Kettering program," would indicate ownership by North Central-Kettering, not the school.

So you answer, "We call it our program, Mister."

Making This Guide Your Own

This Implementation Guide is probably very different from the usual educational materials you have seen. It is not designed to be read once through or to be referred to occasionally. Rather, it is designed to be a *working* guide—a guide to assist you in implementing your global education program.

The first step in making this guide your own is to record your definition of global education. Turn back to page 4 to the definition you've already written. Record it in the box at the right.

Outcomes

In order for the School Improvement through Global Education program to succeed in your school, teachers each need to be very clear about their expected outcomes for the program. It doesn't matter whether your list of outcomes agrees with the outcomes listed by other teachers. In fact, the differences are a good sign.

As you decide on your outcomes for the program and fill in the box on the right, remember that these outcomes will be most helpful if they are specific and if they are not expressed in educational jargon. Your expected outcomes might very well change over a period of time. That's okay. What is essential is that you have a set of expected outcomes for your program. Without them you would have no goals to aim for, and you would never know if your program was successful.

MY DEFINITION:

Global education is_____

_____

_____

_____

_____

MY EXPECTED OUTCOMES:

If the School Improvement through Global Education program is successful, I think it would affect

1. me, as an individual, by: _____

_____

2. my fellow teachers and staff by: _____

_____

3. the school's total program by: _____

_____

4. the students as individuals by: _____

_____

5. the community by: _____

_____

6. the nation (assuming widespread adoption of global education programs) by: _____

_____

7. the world by: _____

_____

Choosing Process Objectives

Now that you've decided on what you want the program to accomplish, you must decide which of the sixteen Process Objectives you want to work on during the school year. In addition, you will probably want to record the Process Objectives that your team or department chooses, as well as those chosen by the entire staff.

Before making any decisions, read the introductory sections explaining how the guide works and how to implement a single Process Objective. Also, skim the section on each Process Objective, focusing on the ideas for implementation.

In choosing Process Objectives, you might ask yourself some of the following questions:

- Which Process Objectives build on strengths I already have?
- Which Process Objectives would enable me to grow professionally into new areas?
- Which Process Objectives could I choose that would be of maximum benefit to my students? To my department? To the total school?
- Which Process Objectives need to be dealt with first?
- Which Process Objectives will lay a foundation for successes with other Process Objectives?

One tendency we all have when we get excited about a new program is to try to do too much. You should try to limit your choice of Process Objectives. Begin slowly. Choose only one or two of the most important ones. You can always add more later. Your choices as an individual teacher may very well overlap with the choices you make as a member of a department or as a member of the school staff.

MY PROCESS OBJECTIVES FOR 19__19__

MY DEPARTMENT'S (OR TEAM'S) PROCESS OBJECTIVES FOR 19__19__

THE SCHOOL'S PROCESS OBJECTIVES FOR 19__19__

How to Implement a Process Objective

There is a planning process that a staff or individual goes through to implement each of the sixteen objectives. The five stages involved in implementation include:

Stage I. Defining the Process Objective

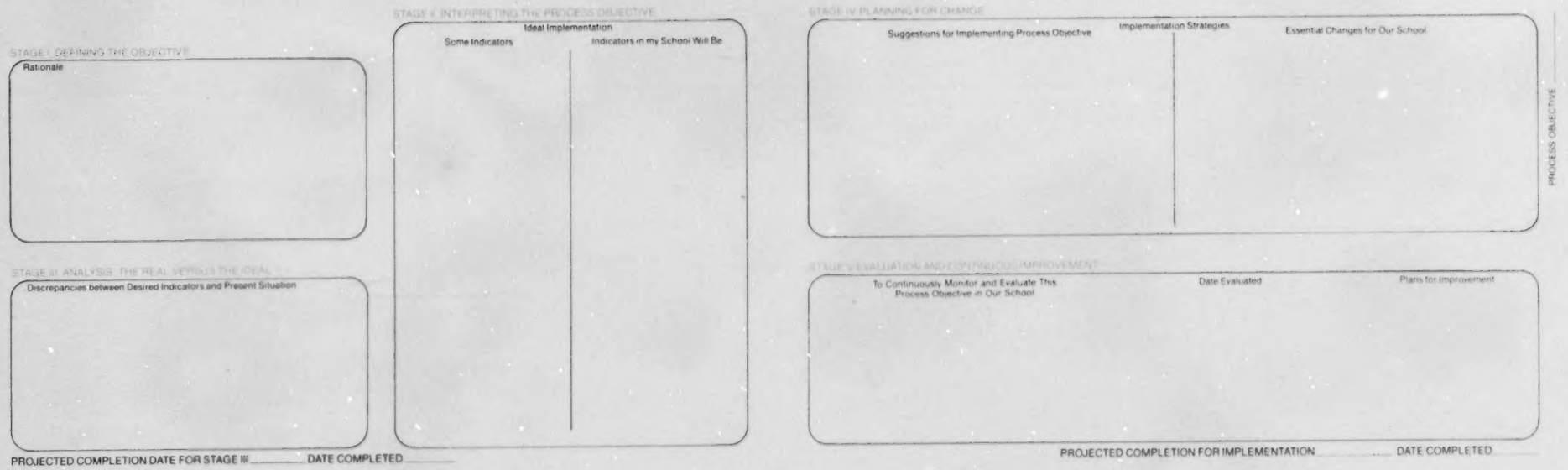
Stage II. Interpreting the Process Objective

Stage III. Analysis: The Real Versus the Ideal

Stage IV. Planning for Change

Stage V. Evaluation and Continuous Improvement

Beginning on page 19, the remainder of this guide is devoted to each of the sixteen Process Objectives. Each objective has two pages. Here is an example below.


STAGE I. DEFINING THE OBJECTIVE
Rationale
STAGE II. INTERPRETING THE PROCESS OBJECTIVE
Ideal Implementation
Some Indicators
Indicators in my School Will Be
STAGE III. ANALYSIS: THE REAL VERSUS THE IDEAL
Discrepancies between Desired Indicators and Present Situation
PROJECTED COMPLETION DATE FOR STAGE III _____ DATE COMPLETED _____
STAGE IV. PLANNING FOR CHANGE
Suggestions for Implementing Process Objective
Implementation Strategies
Essential Changes for Our School
PROCESS OBJECTIVE _____
STAGE V. EVALUATION AND CONTINUOUS IMPROVEMENT
To Continuously Monitor and Evaluate This Process Objective in Our School
Date Evaluated
Plans for Improvement
PROJECTED COMPLETION FOR IMPLEMENTATION _____ DATE COMPLETED _____

Stage I

Defining the Process Objective—Your school and your responsibilities within the school are unique. The first step in preparing your response to each Process Objective is evaluating the appropriateness of the objective to your particular set of circumstances. Review the rationale for each Process Objective and decide to what extent it is consistent with your own needs and perceptions.

In some cases, you will simply add some personal insight to the rationale. In a few cases you may disagree with a statement made, and a modification will be in order. If it becomes necessary to alter the rationale to any great extent, be sure to re-evaluate the Process Objective itself. Get general agreement that the rationale is accurate in your set of circumstances and that the objective is the logical statement of the needs called for in the rationale.

Stage II

Interpreting the Process Objective—The focus of Stage II is to answer the questions: What course content, instructional methodologies, processes, and organizational climate logically follow from this Process Objective? How would our school look in actual practice if this Process Objective were completely implemented? What should be happening in our school on a day-to-day basis? Some suggestions have been made to get you thinking about interpreting this objective and space has been provided for you to write your own ideas.

Stage III

Analysis: The Real Versus the Ideal—The third section provides a place for summarizing the results of completing Stage III in the planning process. In Stage II you identified the routine school activities necessary and consistent with implementing the Process Objective. In Stage III, the staff needs to begin to answer another set of questions aimed at assessing necessary change. For example, of all the possible activities identified in Stage II, which ones are already present and to what degree? Are the gaps or discrepancies between what is and what should be (the real versus the ideal) significant? Do they indicate that some of these activities cannot be accomplished without major changes? Are there large blocks of time in the school routines devoted to activities that do not relate to this or other Process Objectives? What would be the impact of adding the objective-based activities to the existing structure? Which inconsistencies (between objective-based school activities and other activities) are most important and need to be dealt with first?

Stage IV

Planning for Change—Once the gaps and inconsistencies between the real and the ideal have been identified, the planning process enters a new phase. The top section on the right-hand page entitled *Implementation Strategies* relates to Stage IV. In this stage, a staff decides which discrepancies should be dealt with, the order for dealing with them, and the method. The guide lists some suggestions of activities that would enable a staff to implement a given Process Objective. These are merely guidelines. Space has been provided for you to write your own ideas as well as a space for summarizing the essential changes that need to occur in your school to implement the Process Objective.

Planning successfully for change is very difficult. An additional planning tool, *A Guide to Four Essential Themes*, has been developed to help you. It is discussed at the end of this chapter. Often, our attempts at finding solutions are limited by our knowledge of "tried and true" strategies. The most fruitful planning

occurs when people feel free enough to explore a variety of creative and nontraditional alternatives. Experiment!

One problem with most planning is that is assumes that the future is static and that changes occur in incremental fashion—neither of which is true. Those involved in planning need to be imaginative about what the future might bring and how this can affect their plans for implementing a Process Objective.

Another consideration is to save some time for dialogue among members of the school community so that individuals stay committed to the Process Objectives. A review of recommitment is often necessary, particularly if there is a rapid turnover in a school or district staff. Individuals need reinforcements and reminders of the philosophy behind whatever they have agreed to do.

One final misconception is that once you've solved a problem, it stays solved. That's wishful thinking. Consequently, you need to build in continual evaluation mechanisms to ensure that the implementation plans are traced and that the environment hasn't changed so much that the plan no longer makes any sense.

Stage V

Evaluation and Continuous Improvement—The bottom block on the right-hand page provides a space for you to list the methods you plan to use to monitor and evaluate the implementation of the Process Objective in your school as well as its impact on the school. Space is also provided for indicating the dates of the evaluations and the resulting plans for improvement.

Having reached Stage V, you begin the planning process again. With your new plans for improvement, you have new ideas for the ideal implementation of the Process Objective—and that's Stage II. Blank Process Objective pages are provided at the end of this guide so that you can continue to plan and improve.

A Final Note about the Planning Process

To talk about a planning process does not imply that we expect all teachers to be expert analysts using banks of computers and mountains of forms to plan programs for global education and school improvement. Rather, we have tried to identify some major steps in progressing from deciding on a goal through the planning and on into implementation and evaluation. We do this because far too many improvement efforts have failed for lack of careful planning, monitoring, and evaluating. Each individual teacher, each team or department, and each school will develop a unique approach to using the planning process. And that's what should happen. Whether your approach is more or less intuitive is up to you. That doesn't matter. It's the process that matters—planning for success!

A Special Note about Process Objectives 11 through 14

These objectives focus on the core of a school—the teaching and learning processes. As such, the primary question is: What impact will these objectives have on students? Or, expressed another way, what do we really want students to gain from a global education program?

One way to answer these questions is to determine the attitudes, skills, and knowledge that students would possess if the Process Objectives were fully implemented. By doing this, we are really defining what it means to be a global citizen and what the school must do to provide a global education.

Because of the importance of these objectives, the Commission and the Kettering Foundation have prepared a separate volume entitled *A Guide to Four Essential Themes*. This guide focuses on Process Objectives 11 through 14 which represent four essential curriculum themes of the program.

- Valuing Diversity
- Developing Effective Working Relationships with Others
- Understanding the World as an Interdependent System
- Understanding Prevailing World Conditions, the Process of Change, and Emerging Trends

A Guide to Four Essential Themes is indeed a guide. It provides you with more input so you can plan more effectively your own program of school improvement through global education.

III. Process Objectives of the School Improvement through Global Education Program

Adoption/Approval

1. The school district has approved the school staff's decision to implement a program of global education. Page 19
2. The school and the school district understand that a program of global education is not expected to produce standardized results. Page 21
3. The staff makes decisions collectively about the global education program at each stage of its development. Page 23

School-Wide Commitments, Responsibilities, and Relationships

4. In the school, there are building, department, and individual teacher goals and objectives for global education. Page 25
5. The school has a global education steering committee of teachers to help formulate school-wide policies and operational procedures. Page 27
6. The responsibilities for global education rest with all staff in every discipline. Page 29
7. The school facilitates interdisciplinary learning experiences. Page 31
8. The school develops an effective program for bringing the community into the school and the school into the community as a laboratory for developing global education experiences. Page 33

Curriculum Considerations and Individual Responsibilities

9. Every course or major learning experience will increase the student's global awareness. Page 35
10. Students accept increasing responsibility to work individually, with other students, with staff members, and with their parents to plan and evaluate their progress toward these global education Process Objectives. Page 37
11. The students and staff value differences in others and diversity of ideas and opinions. Page 39
12. Students and teachers work together to develop global education programs, respond to one another's needs, share strengths, trust in each other's abilities, and communicate openly. Page 41
13. Students and teachers work together to increasingly understand the world as an interdependent system. Page 43
14. Students and teachers work together to increasingly understand prevailing world conditions, the process of change, and emerging trends. Page 45

Continuous Improvement, Monitoring, and Evaluating

15. The staff is responsible for monitoring, evaluating, and improving the global education program. Page 47
16. Personalized inservice programs in the area of global education are developed and implemented by the school staff as well as by individual teachers. Page 49

ADOPTION/APPROVAL

1. *The school district has* approved the school staff's decision to implement a program of global education.

STAGE I. DEFINING THE OBJECTIVE

Rationale

In order for a program to succeed, teachers must feel enthusiasm and support for that program from the administration at the district level. The global education program is no different. Teachers and administrators evidence more enthusiasm and commitment when their objectives are understood and supported by the school district policymakers.

Additionally, support from a school board enhances the probability of adequate financial and logistical expenditures. This legitimizes the building level initiatives necessary to implement the global education program.

STAGE III. ANALYSIS: THE REAL VERSUS THE IDEAL

Discrepancies between Desired Indicators and Present Situation

STAGE II. INTERPRETING THE PROCESS OBJECTIVE

Ideal Implementation

Some Indicators	Indicators in my School Will Be
The global education proposal has approval from the school board.	
One or more teachers and/or administrators are authorized to attend a training session at local district expense sponsored by the Kettering Foundation and the Commission on Schools.	
One or more persons from the central office staff are responsible for assisting in building level implementation.	
One or more district persons attend the training session.	
Involve and inform parents who are in leadership positions in the community. These parents should have adequate knowledge so they can speak in defense of the programs.	
Consider asking the paper for a public endorsement of the program.	
Early in the program involve students so they support the program and are able to help with implementation.	

PROJECTED COMPLETION DATE FOR STAGE III_____ DATE COMPLETED_____

STAGE IV. PLANNING FOR CHANGE

Suggestions for Implementing Process Objective	Implementation Strategies	Essential Changes for Our School
Parent advisory representatives must endorse the project. An advisory network of parents, teachers, administrators, and district personnel should be established to support the program. The school board should be represented at a workshop for clarifying the values and goal priorities of the global education program. Information about the program should be disseminated and discussed well before any decisions are made. Involve parents, teachers, and administrators in drafting proposals for the board to consider. Parents, board members, and community members will tend to approve of activities rather than Process Objectives. Be sure there are opportunities for them to experience rather than just hear about the programs.		

PROCESS OBJECTIVE 1 _____

STAGE V. EVALUATION AND CONTINUOUS IMPROVEMENT

To Continuously Monitor and Evaluate This Process Objective in Our School	Date Evaluated	Plans for Improvement

PROJECTED COMPLETION FOR IMPLEMENTATION_____ DATE COMPLETED_____

ADOPTION/APPROVAL

2. The school and the school district understand that a program of global education is not expected to produce standardized results.

STAGE I. DEFINING THE OBJECTIVE

Rationale

The success of this program is dependent upon the people involved. The local school knows its faculty, students, and clientele best and must have the flexibility to move as slowly or rapidly as the conditions warrant. To try to force a program for everyone at the same time is not in the best interests of students, teachers, or parents, nor is it compatible with the basic tenets upon which the program is built.

Individuals must not only be allowed to be different but differences must be appreciated, supported, and encouraged. Assuming common goals, individuals want to feel ownership for the program. Ownership comes about when individuals can make unique contributions. Staff members must feel free to use their own personalities, expertise, and content to advantage. Different student achievement is expected.

Developing a global perspective is really developing a new frame of reference—a new sensitivity—thus it cannot be weighed, measured, and packaged, nor should it be.

A healthy organization will not only support members with widely differing points of view but will encourage those members to make their views known.

STAGE III. ANALYSIS: THE REAL VERSUS THE IDEAL

Discrepancies between Desired Indicators and Present Situation

STAGE II. INTERPRETING THE PROCESS OBJECTIVE

Ideal Implementation

Some Indicators	Indicators in my School Will Be
The school staff is formulating goals, course content, and resources for developing its program on global education. Students will: • have different skill achievement levels, • gain different content and knowledge, • have different attitudes and perspectives about global issues. Staff members are not looking for or expecting a pre-packaged course guide. Instead, they are beginning to think about goals, course content, and resources for developing their own program. There is no predetermined set of district goals or timelines. School staff members attend the Consensus and Diversity workshop with the understanding that all the decisions haven't been made. The school board issues a statement indicating that global education programs are individually designed at the building level. Therefore there is no expectation of standardization between schools. The staff is convinced that it should use its own creativity and initiative to develop global education programs. Ideas from many individuals and groups in the district are solicited regarding the purposes and practices of global education.	

PROJECTED COMPLETION DATE FOR STAGE III _____ DATE COMPLETED _____

STAGE IV. PLANNING FOR CHANGE

Suggestions for Implementing Process Objective	Implementation Strategies	Essential Changes for Our School
• Each teacher and each department identify the Process Objectives to work on during the school year. • Teachers, individually and collectively, develop or find their own global education activities and units. • The school staff sets its own school goals and develops its own timeline for implementation. • The staff identifies the decision points at each stage of development and implementation and decides how those decisions will be made.	• Staff members are involved in Consensus and Diversity workshops to develop their confidence and abilities in planning global education programs. • An advisory network is established to involve students, parents, and other community resource people in formulating goals and programs for global education.	

PROCESS OBJECTIVE 2

STAGE V. EVALUATION AND CONTINUOUS IMPROVEMENT

To Continuously Monitor and Evaluate This Process Objective in Our School	Date Evaluated	Plans for Improvement

PROJECTED COMPLETION FOR IMPLEMENTATION_____ DATE COMPLETED_____

ADOPTION/APPROVAL

3. The staff makes decisions collectively about the global education program at each stage of its development.

STAGE I. DEFINING THE OBJECTIVE

Rationale

There are many critical decision points in implementing a new program—decision points such as adopting Process Objectives, scheduling inservice activities, and altering classroom procedures. In each instance commitment and consensus must be attained.

Teachers are the backbone of the global education program. They must function well with each other, students, and the community. Failure to have a high percentage of faculty support will likely result in less than satisfactory results.

If the teachers are involved and informed in the program, they begin to have ownership in it. Ownership immediately makes them concerned about the success of the total program.

STAGE III. ANALYSIS: THE REAL VERSUS THE IDEAL

Discrepancies between Desired Indicators and Present Situation

PROJECTED COMPLETION DATE FOR STAGE III_____ DATE COMPLETED_____

STAGE II. INTERPRETING THE PROCESS OBJECTIVE

Ideal Implementation

Some Indicators	Indicators in my School Will Be
A general plan for developing the global education program has been approved by the staff. The plan is visible in the school and provides direction for the program.	
Stages in the development plan are clearly indicated, as are the kinds of decisions to be made and the methods for making those decisions.	
There are periodic reviews of the program's progress and status reports to the staff.	
Students, parents, and community members are actively engaged in experiencing activities by which they can better understand the program.	
Consider involving students and community members in the Consensus and Diversity workshop.	
The teachers do not feel threatened by the high degree of parental involvement.	
The school staff is communicating progress to the students and the community.	

STAGE IV. PLANNING FOR CHANGE

Suggestions for Implementing Process Objective	Implementation Strategies	Essential Changes for Our School
Staff participation should be continuous. Staff meetings must be scheduled regularly to discuss what is to be accomplished, why it is to be accomplished, and how it is to be accomplished. Each teacher has begun research on global perspectives as it relates to his/her subject matter. This information will be carefully incorporated into a plan of action. The progress of the staff is being reported in the teachers' bulletin in order to keep everyone informed. Orientation meetings are held at the beginning of the year to acquaint staff members with the program and their involvement in it. A committee is formed to prepare the general plan and to identify the decision points and decision processes.	Parents and community members will tend to make decisions about the program by experiencing or hearing about activities. Try to get opinion leaders engaged in positive activities. Staff members spend time actively soliciting parent, student, and community ideas about the developing global education program. Parent association information meetings are held periodically to report on progress and to solicit feedback. Parents are involved right from the start in all phases of planning. Regular newsletters are sent to parents to report on progress and/or to highlight significant global education activities. The student newspaper prints articles on the global education program and activities.	

PROCESS OBJECTIVE 3 _____

STAGE V. EVALUATION AND CONTINUOUS IMPROVEMENT

To Continuously Monitor and Evaluate This Process Objective in Our School	Date Evaluated	Plans for Improvement

PROJECTED COMPLETION FOR IMPLEMENTATION_____ DATE COMPLETED_____

53

54

SCHOOL-WIDE COMMITMENTS, RESPONSIBILITIES, AND RELATIONSHIPS

4. In the school there are building, department, and individual teacher goals and objectives for global education.

STAGE I. DEFINING THE OBJECTIVE

Rationale

In a school, like any other organization, there are many kinds of needs. To meet these needs, goal setting takes place on many different levels.

Building-wide goals are broad goals agreed upon by the entire staff. Individual teacher objectives are those that depend on the unique nature of the individual disciplines and upon the students involved.

Responsibility for determining objectives should be done at the most appropriate level. Individuals should have an opportunity to set their own objectives and goals as well as be a part of implementing building-wide goals.

STAGE II. INTERPRETING THE PROCESS OBJECTIVE

Ideal Implementation

Some Indicators	Indicators in my School Will Be
Individual teachers are developing objectives which fit the needs of the students and are in line with school-wide goals for global education.	
A process for curricular development is instituted for designing and implementing global education curriculum.	
There is active administrative support for teachers and departments in setting global education goals.	
Each teacher and department has identified several Process Objectives to be implemented during the school year.	
A process has been developed and implemented for the periodic statement, review, and revision of goals at all levels.	

STAGE III. ANALYSIS: THE REAL VERSUS THE IDEAL

Discrepancies between Desired Indicators and Present Situation

PROJECTED COMPLETION DATE FOR STAGE III_____ DATE COMPLETED_____

STAGE IV. PLANNING FOR CHANGE

Suggestions for Implementing Process Objective	Implementation Strategies	Essential Changes for Our School
Departments hold regular meetings devoted to discussing how to implement global education Process Objectives in their departments. School or district resource personnel are available to assist teachers and departments in planning for and implementing Process Objectives. Administrators and district officials explore ways of recognizing and facilitating the time and effort that teachers spend developing a global education program. A faculty committee develops a plan for the inclusion of goal setting, review, and revision by all levels of the school into the normal school routine.		

PROCESS OBJECTIVE 4

STAGE V. EVALUATION AND CONTINUOUS IMPROVEMENT

To Continuously Monitor and Evaluate This Process Objective in Our School	Date Evaluated	Plans for Improvement

PROJECTED COMPLETION FOR IMPLEMENTATION_____ DATE COMPLETED_____

SCHOOL-WIDE COMMITMENTS, RESPONSIBILITIES, AND RELATIONSHIPS

5. The school has a global education steering committee of teachers to help formulate school-wide policies and operational procedures.

STAGE I. DEFINING THE OBJECTIVE

Rationale

When a school has established a formal commitment to global education, there follows a need to develop an organizational structure to function in support of the goals and to facilitate individuals within the organization in planning, learning, and teaching concepts of the program.

This organizational structure, known as a steering committee, has the authority to coordinate the program and respond to individual input from the staff, students, and community members.

STAGE II. INTERPRETING THE PROCESS OBJECTIVE

Ideal Implementation

Some Indicators	Indicators in my School Will Be
A steering committee has been formed and charged to develop written building policies for global education.	
Both staff and students understand the purpose, authority, and limitations of the committee.	
Staff and students understand how to bring issues, opinions, and questions before the steering committee.	
The steering committee has a clearly defined and understood role, particularly with respect to decision making.	

STAGE III. ANALYSIS: THE REAL VERSUS THE IDEAL

Discrepancies between Desired Indicators and Present Situation

PROJECTED COMPLETION DATE FOR STAGE III _____ DATE COMPLETED _____

STAGE IV. PLANNING FOR CHANGE

Suggestions for Implementing Process Objective	Implementation Strategies	Essential Changes for Our School
Suitable members for the steering committee should be identified during the Consensus and Diversity workshop. "Released time" must be provided for the steering committee to meet. The steering committee's responsibilities include: • Publicity in the school and community • Community awareness • Identifying community resources • Assigning task groups • Setting school-wide goals • Facilitating individual teacher goal setting • Inservice planning and implementation • Relating to networks of interested agencies and organizations • Developing and coordinating school-wide plans • Monitoring and evaluating the program • Interschool communications	The school provides clerical support for the steering committee. The school and/or the district provides inservice assistance for the steering committee in order to help it carry out its tasks.	

PROCESS OBJECTIVE 5

STAGE V. EVALUATION AND CONTINUOUS IMPROVEMENT

To Continuously Monitor and Evaluate This Process Objective in Our School	Date Evaluated	Plans for Improvement

PROJECTED COMPLETION FOR IMPLEMENTATION_____ DATE COMPLETED_____

SCHOOL-WIDE COMMITMENTS, RESPONSIBILITIES, AND RELATIONSHIPS

6. The responsibilities for global education rest with a'l staff in every discipline.

STAGE I. DEFINING THE OBJECTIVE

Rationale

Every staff member in every discipline has a significant contribution to make to global education. The global education effort must belong to everyone and not be given to a single department or special interest.

Every teacher and every discipline offer a situation in which the basic objective for school operation under a global education concept may function. Because of this, each teacher and every discipline share the responsibilities for building the interpersonal skills and providing the content upon which global perspectives may be developed. However, this is not to say that all teachers will and should exhibit the same degree of involvement in global education activities.

STAGE III. ANALYSIS: THE REAL VERSUS THE IDEAL

Discrepancies between Desired Indicators and Present Situation

PROJECTED COMPLETION DATE FOR STAGE III_____ DATE COMPLETED_____

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STAGE II. INTERPRETING THE PROCESS OBJECTIVE

Ideal Implementation

Some Indicators	Indicators in my School Will Be
Each staff member has identified ways his/her discipline can contribute to a student global perspective and to the global education goals.	
The skills and experiences of each school staff member have been identified in relation to the four themes and the sixteen Process Objectives.	
Each staff member is actively involved in implementing school-wide goals, department goals, and his/her own individual goals.	
There is *active, visible* administrative support for teacher involvement and commitment to the global education program.	
Written descriptions of goals in every discipline include Process Objectives 10 through 15.	

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STAGE IV. PLANNING FOR CHANGE

PROCESS OBJECTIVE 6 _____

Suggestions for Implementing Process Objective	Implementation Strategies	Essential Changes for Our School
Students should feel that each teacher is a part of the program and is making a contribution to accomplishing the global education goals. The steering committee must report to the whole staff. Each teacher should maintain a card file of global education ideas to be interwoven into lesson content. Each department could then compile a master file from which all teachers could draw. Major decisions about the global education program are made by the whole staff. Each staff member should attend one or more steering committee meetings during the year.	Since some staff members are naturally going to be less committed to global education than others, some means should be devised to stimulate interest and rekindle enthusiasm. Teacher responsibilities for the global education program are clearly defined at orientation meetings and when new staff are hired. Each department reviews its set of goals and revises them, if necessary to incorporate Process Objectives 10 through 15.	

STAGE V. EVALUATION AND CONTINUOUS IMPROVEMENT

To Continuously Monitor and Evaluate This Process Objective in Our School	Date Evaluated	Plans for Improvement

PROJECTED COMPLETION FOR IMPLEMENTATION_____ DATE COMPLETED_____

SCHOOL-WIDE COMMITMENTS, RESPONSIBILITIES, AND RELATIONSHIPS

7. The school facilitates interdisciplinary learning experiences.

STAGE I. DEFINING THE OBJECTIVE

Rationale

It is important to the global education concept that the curriculum of the school shouldn't be presented in airtight compartments. Rather, it must be perceived to cut across all subject matter areas.

The school should seek ways in which students can gain experiences and knowledge in an environment of interdisciplinary learning experiences rather than piecemeal as in a typical subject centered curriculum.

Interdisciplinary teaching and learning is a matter of attitude. The issues, questions, problems, knowledge, and skills that are a part of a global education program can most effectively be understood when all disciplines are used.

Thus, interdisciplinary teaching and learning gives all teachers the opportunity to contribute uniquely to the school improvement program.

STAGE II. INTERPRETING THE PROCESS OBJECTIVE

Ideal Implementation

Some Indicators	Indicators in my School Will Be
Inservice training has been provided to show the staff how various disciplines can contribute to an interdisciplinary approach.	
The students and staff are using all disciplines when seeking knowledge, skills, and understanding.	
The staff is making an effort to relate issues or objectives to as broad a perspective as appropriate.	
Administrators approve of and facilitate interdisciplinary learning experiences.	
Teachers in different departments are actively involved in working together to coordinate lessons or to develop interdisciplinary activities.	
The school offers interdisciplinary courses.	

STAGE III. ANALYSIS: THE REAL VERSUS THE IDEAL

Discrepancies between Desired Indicators and Present Situation

PROJECTED COMPLETION DATE FOR STAGE III_____ DATE COMPLETED_____

STAGE IV. PLANNING FOR CHANGE

Suggestions for Implementing Process Objective	Implementation Strategies	Essential Changes for Our School
Multicultural learning experiences are included in the education of every student.		
The steering committee should facilitate interdepartmental sharing of global education concepts.		
Grade level and interdepartmental meetings are held regularly to facilitate the sharing of ideas.		
Faculty committees are established to consider various possibilities for content and scheduling of interdisciplinary courses.		

PROCESS OBJECTIVE 7

STAGE V. EVALUATION AND CONTINUOUS IMPROVEMENT

To Continuously Monitor and Evaluate This Process Objective in Our School	Date Evaluated	Plans for Improvement

PROJECTED COMPLETION FOR IMPLEMENTATION_____ DATE COMPLETED_____

SCHOOL-WIDE COMMITMENTS, RESPONSIBILITIES, AND RELATIONSHIPS

8. The school develops an effective program for bringing the community into the school and the school into the community as a laboratory for developing global education experiences.

STAGE I. DEFINING THE OBJECTIVE

Rationale

The school and community are the basis upon which global education experiences are built. Students must first develop understandings and appreciations for those things which they can experience before they can begin to understand the more abstract.

The community is a rich resource for a global education program. Failure to make significant use of the community results in a less than excellent global program.

Even the smallest community is diverse and complex and lends itself to sophisticated learning when planning is careful and thoughtful.

STAGE II. INTERPRETING THE PROCESS OBJECTIVE

Ideal Implementation

Some Indicators	Indicators in my School Will Be
A systematic plan is developed to make best use of the available resources and to coordinate their use at the district level.	
There is an ongoing effort to discover the many possibilities for using the community as a laboratory.	
Students and staff are involved in actual experiences in the community.	
Community learning experiences are shared so students and staff will have increased knowledge of resources.	
Learning experiences, planned by teachers, are being conducted by and for students in a community setting.	
School district policies encourage the use of the community as a learning laboratory. Systematic procedures are developed for the identification and listing of community resources to be included in the school program.	
A program of recognition for contributing community resources is developed and placed in practice.	
A booklet has been developed describing global education resources.	
When appropriate, field experiences are being provided.	
Members of the community are actively involved in the school—as resource people, teachers of minicourses, and developers of supplemental materials.	

STAGE III. ANALYSIS: THE REAL VERSUS THE IDEAL

Discrepancies between Desired Indicators and Present Situation

PROJECTED COMPLETION DATE FOR STAGE III _____ DATE COMPLETED _____

STAGE IV. PLANNING FOR CHANGE

PROCESS OBJECTIVE 8 _____

Suggestions for Implementing Process Objective	Implementation Strategies	Essential Changes for Our School
Students and teachers must be aware of the relationship of the school to community agency activities and population groups. Students and staff could participate in an exchange program with students and staff in other communities. A community project or work experience is included in every course or major learning experience. An "out of school" learning experience should be included in the education of every student. Periodic news releases and newsletters should be generated to keep the community aware of the needs of the school and demonstrate uses which the school makes or could make of community resources. A "yellow pages" of resources for global education could be available.	Some community resource persons advise students in the school. Regular school activities are made available to the community on the subject of global education. A list of resource persons should be maintained for use in making classroom presentations. This information could be gathered as parents register their children for school. Plans are developed to make full use of the ethnic groups present in the community. Their cultural contributions should be recognized and used as a teaching resource wherever possible. A member (or members) of the school staff is designated as a school-community coordinator.	

STAGE V. EVALUATION AND CONTINUOUS IMPROVEMENT

To Continuously Monitor and Evaluate This Process Objective in Our School	Date Evaluated	Plans for Improvement

PROJECTED COMPLETION FOR IMPLEMENTATION_____ DATE COMPLETED_____

CURRICULUM CONSIDERATIONS AND INDIVIDUAL RESPONSIBILITIES

9. Every course or major learning experience will increase the student's global awareness.

STAGE I. DEFINING THE OBJECTIVE

Rationale

Every student is a member of our global population and is affected to some degree by decisions made throughout the globe. Students accumulate knowledge in their step-by-step acquisition of isolated learning experiences. When global sensitivity is present, some meaningful tie with global education inevitably accompanies major learning experiences.

Each teacher needs to examine the course content for relevancy and potential application to global education. No major learning experience should be provided which has not been thoroughly examined for its potential in teaching global awareness and related interpersonal working relationships.

STAGE II. INTERPRETING THE PROCESS OBJECTIVE

Ideal Implementation

Some Indicators	Indicators in my School Will Be
Learners are looking at each potential experience as an opportunity to: • develop a better understanding of differences and diversity, • work with others, • see relationships and systems, and • create and test the feasibility of new alternatives.	
Students and staff are processing each major learning experience as to how it relates to the school global education goals.	
Written descriptions of every course or major learning experience have defined content according to one or more of the essential themes and their several components as described in *A Guide to Four Essential Themes*.	
Concerted inservice thrusts are being made to demonstrate the contributions of learning experiences to global awareness and to keep an interdisciplinary approach before the faculty.	

STAGE III. ANALYSIS: THE REAL VERSUS THE IDEAL

Discrepancies between Desired Indicators and Present Situation

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STAGE IV. PLANNING FOR CHANGE

Suggestions for Implementing Process Objective	Implementation Strategies	Essential Changes for Our School
Practical methods such as funds for summer curriculum development work are established to encourage and assist teachers in reviewing and revising courses and major learning experiences to include content and activities that increase the students' global awareness. Involve students in processing course content for global implications. Each teacher develops plans for implementing one of the four essential themes in his/her courses. Every teacher has participated either in the Consensus and Diversity workshop or in inservice programs in order to develop an understanding of why global awareness is important in all facets of school life.		

PROCESS OBJECTIVE 9 _____

STAGE V. EVALUATION AND CONTINUOUS IMPROVEMENT

To Continuously Monitor and Evaluate This Process Objective in Our School	Date Evaluated	Plans for Improvement

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CURRICULUM CONSIDERATIONS AND INDIVIDUAL RESPONSIBILITIES

10. Students accept increasing responsibility to work individually, with other students, with staff members, and with their parents to plan and evaluate their progress toward these global education Process Objectives.

STAGE I. DEFINING THE OBJECTIVE

Rationale

Global education as related to this objective is based upon three assumptions:

1. The future global community needs responsible individuals who can solve problems and take responsibility for their actions.
2. Working with others is a vital skill which must be learned.
3. Appreciation of differences begins with individual ways of perceiving and learning which require the responsibility and maturity of each learner.

Students need to move from a dependent relationship with other students, faculty, and parents to a relationship of responsible independence. Parents, teachers, and peers can work cooperatively toward goals which all agree upon. Such cooperation can help eliminate divisive thinking. Parents also need to develop a global perspective.

Students are processing each course as to its global education content.

Students and teachers discuss the global education Process Objectives associated with the course content.

STAGE II. INTERPRETING THE PROCESS OBJECTIVE

Ideal Implementation

Some Indicators	Indicators in my School Will Be
The student, parents, and staff can identify how the student is meeting responsibilities.	
A variety of experiences are available to help students learn how to accept increasing responsibilities.	
Students are critiquing each course as to its global education content.	
Students and teachers discuss the global education Process Objectives associated with the course content.	
The staff meet regularly to discuss the progress of individual students in implementing this goal and to devise strategies to help them improve.	
Student-teacher-parent conferences are held regularly for students and teachers to report progress to parents.	

STAGE III. ANALYSIS: THE REAL VERSUS THE IDEAL

Discrepancies between Desired Indicators and Present Situation

PROJECTED COMPLETION DATE FOR STAGE III _____ DATE COMPLETED _____

STAGE IV. PLANNING FOR CHANGE

PROCESS OBJECTIVE 10 _____

Suggestions for Implementing Process Objective	Implementation Strategies	Essential Changes for Our School
Copies of the Process Objectives are to be provided to all students. Student input is included in steering committee decisions. Students should be asked to formally and informally evaluate the purposes, practices, and outcomes of global education. Opportunity must be provided for a student to work with other students, parents, and staff members in selecting courses and major learning experiences. Each student should be called upon to update yearly his/her own profile of global concepts.	Parents should be made aware, through meetings, conferences, newsletters, etc., of the global education objectives which students and teachers are working toward. Systematic evaluation procedures, such as discussions, checklists, tests, etc., must be developed to assist in the evaluation of progress toward the objectives. With guidance from advisors, each learner should set weekly or monthly target goals for individual learning programs.	

STAGE V. EVALUATION AND CONTINUOUS IMPROVEMENT

To Continuously Monitor and Evaluate This Process Objective in Our School	Date Evaluated	Plans for Improvement

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CURRICULUM CONSIDERATIONS AND INDIVIDUAL RESPONSIBILITIES

11. The students and staff value differences in others and diversity of ideas and opinions.

STAGE I. DEFINING THE OBJECTIVE

Rationale

In the study of other cultures, students will be surprised to find many areas of agreement among the peoples of the world. Where cultures differ from each other, it is often a matter of history, tradition, or strictly geography. People see their world in the perspective of their own culture, and this diversity enriches us all. Diversity in opinion and ideas offers alternatives from which each culture can profit.

To learn to value differences in others is a responsibility of both teachers and students. Respect for diversity of ideas and opinions needs to begin in the classroom. It must, however, become a way of life in the school if we are to develop global citizens for the future.

Diversity in a complex though interrelated world is natural and beneficial to the development and improvement of the world's social system. Diversity should be prized.

STAGE II. INTERPRETING THE PROCESS OBJECTIVE

Ideal Implementation

Some Indicators	Indicators in my School Will Be
Diverse approaches to the attainment of global education objectives are encouraged.	
Learning experiences are developed so they do not simply highlight cultural differences.	
Awareness training program aids are periodically reviewed to help teachers recognize and appreciate the different values which they and their students hold.	
Expression of different opinions is sought and encouraged with appropriate recognition for value differences.	
The media, mode, materials, level of difficulty, and assessment methods for learning activities are varied to meet individual student needs.	
Alternatives are continually sought, discussed, and evaluated in the planning processes used by teachers in their classrooms, their departments, and in the whole school.	
NOTE: Consult *A Guide to Four Essential Themes* for more suggestions for implementing this Process Objective.	

STAGE III. ANALYSIS: THE REAL VERSUS THE IDEAL

Discrepancies between Desired Indicators and Present Situation

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STAGE IV. PLANNING FOR CHANGE

Suggestions for Implementing Process Objective	Implementation Strategies	Essential Changes for Our School
In each learning experience, appropriate research techniques should be followed to determine differences in others and diversity of ideas and opinions. Design learning experiences to create awareness of diversity within the classroom, school, community, state, nation, and the world. Involve students in activities that allow them to know and respect the values of their peers, teachers, and community members, and see the parallel relationships between this microcosm (the school) and the larger world. Test items increasingly require two or more appropriate answers by students. Teachers search for and present alternative explanations of things such as historical events or scientific phenomena.	Teachers work individually and collectively to develop ways to structure classrooms to allow students to: • listen to the opinions of others; • realize that most cultural differences are not right or wrong, just different; • consider thoughtfully and discuss carefully alternatives to their own culture's way of behaving; • withhold judgment at least for the present.	

PROCESS OBJECTIVE 11

STAGE V. EVALUATION AND CONTINUOUS IMPROVEMENT

To Continuously Monitor and Evaluate This Process Objective in Our School	Date Evaluated	Plans for Improvement

PROJECTED COMPLETION FOR IMPLEMENTATION_____ DATE COMPLETED_____

CURRICULUM CONSIDERATIONS AND INDIVIDUAL RESPONSIBILITIES

12. Students and teachers working together to develop global education programs, respond to one another's needs, share strengths, trust in each other's abilities, and communicate openly.

STAGE I. DEFINING THE OBJECTIVE

Rationale

Part of the global education program is concerned with attitudes about other people and their ideas, values, and attitudes. The classroom is the ideal location to begin positive development.

Education, as with any other enterprise, progresses best when there is input and direction from all concerned, cohesiveness, a common thrust, and willingness to share one's own ideas and accept the ideas of others.

STAGE II. INTERPRETING THE PROCESS OBJECTIVE

Ideal Implementation

Some Indicators	Indicators in my School Will Be
Class discussions are characterized by give-and-take without put-downs of other points of view.	
Faculty, administration, and students are often seen working together to solve problems or concerns within the school.	
Teachers are training for growth in interpersonal communications and in group process skills.	
Workshops are provided to both teacher and student. These workshops develop the techniques which foster open communication skills.	
Learning experiences continually provide opportunities for students to build mutual trust, share strengths, communicate openly, respond to one another's needs, and work together.	

NOTE: Consult *A Guide to Four Essential Themes* for more suggestions for implementing this Process Objective.

STAGE III. ANALYSIS: THE REAL VERSUS THE IDEAL

Discrepancies between Desired Indicators and Present Situation

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STAGE IV. PLANNING FOR CHANGE

PROCESS OBJECTIVE 12

Suggestions for Implementing Process Objective	Implementation Strategies	Essential Changes for Our School
For each course or major learning experience, teachers work together to plan activities for developing effective working relationships by: • making personal decisions regarding one's own lifestyle or identifying the transnational results of personal and group decisions, • empathizing with others when making decisions, • perceiving future results of personal and group decisions, and • considering the interests of future citizens when making personal or group decisions. Strategies are developed for utilizing student input in planning lessons. Leadership training is provided for student leaders to assist them in facilitating peer and staff communications and effective group work.	Procedures should be established so every member of staff and student body serves as a process observer more than once during the school year. Present communication channels and groups are evaluated and revised, if necessary, to allow students, faculty, and administrators to work together to solve school problems and concerns. The steering committee identifies teachers who need assistance in developing activities to meet this goal and plans appropriate inservice workshops.	

STAGE V. EVALUATION AND CONTINUOUS IMPROVEMENT

To Continuously Monitor and Evaluate This Process Objective in Our School	Date Evaluated	Plans for Improvement

PROJECTED COMPLETION FOR IMPLEMENTATION_____ DATE COMPLETED_____

CURRICULUM CONSIDERATIONS AND INDIVIDUAL RESPONSIBILITIES

13. Students and teachers work together to increasingly understand the world as an interdependent system.

STAGE I. DEFINING THE OBJECTIVE

Rationale

The world has become increasingly interdependent in matters such as natural resources and media of exchange. A system in which all parts relate to all other parts in cause and effect relationships must be understood. Identifying systems as a tool for gaining proper perspectives is a necessary skill.

In the school, students and teachers must understand that their behavior affects all others, that we are all interdependent, and that this interdependence must be used as a positive force.

STAGE II. INTERPRETING THE PROCESS OBJECTIVE

Ideal Implementation

Some Indicators	Indicators in my School Will Be
Every course includes: • The implications of its subject matter to other disciplines • The implications of its subject matter to people in other cultures • Emphasis on the nature of systems and how they operate • Examples of systems	
Inservice meetings are devoted to presentation by the staff or community resource people on the different systems operating in the school, community, nation, and world.	
Students understand how our global system works—economically, politically, and socially. They also understand varying philosophies and value systems.	
Learning experiences include studies of communication, energy, finance, food distribution networks, and other examples of the interdependence of the peoples in the world.	
In each course or major learning experience, activities develop an understanding of: • oneself and others as members of a single species, • oneself and others as part of earth's biosphere, • oneself and one's group as participants in a world system, and • oneself and society as "cultural borrowers" and "cultural depositors" in a "global bank of culture."	
NOTE: Consult *A Guide to Four Essential Themes* for more suggestions for implementing this Process Objective.	

STAGE III. ANALYSIS: THE REAL VERSUS THE IDEAL

Discrepancies between Desired Indicators and Present Situation

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STAGE IV. PLANNING FOR CHANGE

Suggestions for Implementing Process Objective	Implementation Strategies	Essential Changes for Our School
Individuals are encouraged to participate in personal travel programs, reading, and coursework which can increase their awareness of global education. Specialists in the various discipline areas develop a system for pooling information on world systems. The steering committee develops inservice workshops on systems and its relationship to different disciplines. Interested staff or parents are asked to develop a description of the school, community, or region from a systems perspective. The school library builds up a reference collection for teachers and students on systems. Teachers use department meetings to discuss ways of introducing systems concepts into their courses.		

PROCESS OBJECTIVE 13

STAGE V. EVALUATION AND CONTINUOUS IMPROVEMENT

To Continuously Monitor and Evaluate This Process Objective in Our School	Date Evaluated	Plans for Improvement

STAGE IV. PLANNING FOR CHANGE

Suggestions for Implementing Process Objective	Implementation Strategies	Essential Changes for Our School
Invite community leaders who have practical experience in implementing change to visit classes. Teachers identify examples of change strategies within their subject areas that can be used in class. Teachers revise courses to include activities which allow students to plan changes, generate alternative futures, make decisions, and implement plans for change.		

PROCESS OBJECTIVE 14

STAGE V. EVALUATION AND CONTINUOUS IMPROVEMENT

To Continuously Monitor and Evaluate This Process Objective in Our School	Date Evaluated	Plans for Improvement

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CONTINUOUS IMPROVEMENT, MONITORING, AND EVALUATING

15. The staff is responsible for monitoring, evaluating, and improving the global education program.

STAGE I. DEFINING THE OBJECTIVE

Rationale

Since the program is not curricular in the sense that instructional materials are provided, the success of the venture depends heavily upon the staff's understanding of global education goals and objectives and the willingness to develop and improve student learning experiences. Teachers must also be willing to define their professional growth needs. While external evaluators may be used to assist the staff in evaluating program effectiveness, most of the monitoring of the program will be a staff responsibility.

STAGE II. INTERPRETING THE PROCESS OBJECTIVE

Ideal Implementation

Some Indicators	Indicators in my School Will Be
Teachers are regularly employing assessment techniques, both individually and as part of departments.	
The steering committee has formulated evaluation methods relative to teacher/student attitudes and global education components within the present curricula to determine the present level of implementation.	
Periodic evaluation procedures are established. After each evaluation process, discrepancies between goal and achievement and plans for improvement are discussed.	
The results of assessments and plans for improvement are available to all members of the school community.	

STAGE III. ANALYSIS: THE REAL VERSUS THE IDEAL

Discrepancies between Desired Indicators and Present Situation

PROJECTED COMPLETION DATE FOR STAGE III _____ DATE COMPLETED _____

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STAGE IV. PLANNING FOR CHANGE

Suggestions for Implementing Process Objective	Implementation Strategies	Essential Changes for Our School
The school library's professional collection includes examples of a wide variety of assessment techniques. The steering committee appoints a task group to develop assessment methods to determine if: 1. strategies for meeting Process Objectives are being implemented, 2. the indicators of achievement are present, and 3. areas for improvement can be identified. Offer inservice workshop sessions devoted to learning about a variety of formal and informal assessment techniques.	Integrate time for assessment and evaluation of results into the school calendar. At the beginning of each year, have individual teachers, departments, administrators, and the whole school identify the Process Objectives they want to implement for the school year.	

PROCESS OBJECTIVE 15

STAGE V. EVALUATION AND CONTINUOUS IMPROVEMENT

To Continuously Monitor and Evaluate This Process Objective in Our School	Date Evaluated	Plans for Improvement

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CONTINUOUS IMPROVEMENT, MONITORING, AND EVALUATING

16. Personalized inservice programs in the area of global education are developed and implemented by the school staff as well as by individual teachers.

STAGE I. DEFINING THE OBJECTIVE

Rationale

The professional growth needs of teachers are diverse. Personalized programs can avoid wasteful overteaching and still guarantee higher levels of staff competence. The limited budget allocations for inservice can be directed toward teachers whose needs are greatest.

The greatest gains can be made when the faculty is involved in the establishment, monitoring, and evaluation of a program. Ownership leads to commitment which leads to personalization and a desire for success.

To break the conventional patterns of subject matter requires overt action and conscious effort. *All* members of the faculty acting individually, in small groups, or as a whole can help one another to a better realization and sensitivity regarding global education.

STAGE III. ANALYSIS: THE REAL VERSUS THE IDEAL

Discrepancies between Desired Indicators and Present Situation

STAGE II. INTERPRETING THE PROCESS OBJECTIVE

Ideal Implementation

Some Indicators	Indicators in my School Will Be
Teachers are helping to plan all inservice programs, and teachers will be used as consultants and instructors.	
A wide variety of media and diverse strategies are available for inservice education.	
Administrators have accepted the responsibility of modeling positive inservice behavior by undertaking personalized professional growth programs.	
Staff-wide, department-wide, and individual opportunities for global education inservice are planned and implemented by committees of the faculty.	
Individual teachers are involved in inservice programs on disciplinary, interdisciplinary, or participatory learning.	
Incentives are provided to encourage professional growth.	

PROJECTED COMPLETION DATE FOR STAGE III _____ DATE COMPLETED _____

STAGE IV. PLANNING FOR CHANGE

Suggestions for Implementing Process Objective	Implementation Strategies	Essential Changes for Our School
Plan many types of inservice for individuals, small groups, and occasionally for large groups. Award professional growth credit for successful completion of such inservice programs. Give recognition to teachers who develop materials, activities, and courses of instruction in global education. Work with an external professional agency (like a university) to set up a research project on global education. Have each teacher and each department yearly set goals for professional growth in global education and identify needs for inservice. Channel the information through the steering committee so that appropriate inservice programs can be developed.		

PROCESS OBJECTIVE 16

STAGE V. EVALUATION AND CONTINUOUS IMPROVEMENT

To Continuously Monitor and Evaluate This Process Objective in Our School	Date Evaluated	Plans for Improvement

PROJECTED COMPLETION FOR IMPLEMENTATION_____ DATE COMPLETED_____

STAGE I. DEFINING THE OBJECTIVE

Rationale

STAGE II. INTERPRETING THE PROCESS OBJECTIVE

Ideal Implementation

Some Indicators	Indicators in my School Will Be

STAGE III. ANALYSIS: THE REAL VERSUS THE IDEAL

Discrepancies between Desired Indicators and Present Situation

PROJECTED COMPLETION DATE FOR STAGE III_____ DATE COMPLETED_____

STAGE IV. PLANNING FOR CHANGE

Suggestions for Implementing Process Objective	Implementation Strategies	Essential Changes for Our School

PROCESS OBJECTIVE _____

STAGE V. EVALUATION AND CONTINUOUS IMPROVEMENT

To Continuously Monitor and Evaluate This Process Objective in Our School	Date Evaluated	Plans for Improvement

PROJECTED COMPLETION FOR IMPLEMENTATION_____ DATE COMPLETED_____

STAGE I. DEFINING THE OBJECTIVE

Rationale

STAGE II. INTERPRETING THE PROCESS OBJECTIVE

Ideal Implementation

Some Indicators	Indicators in my School Will Be

STAGE III. ANALYSIS: THE REAL VERSUS THE IDEAL

Discrepancies between Desired Indicators and Present Situation

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STAGE IV. PLANNING FOR CHANGE

Suggestions for Implementing Process Objective	Implementation Strategies	Essential Changes for Our School

PROCESS OBJECTIVE _____

STAGE V. EVALUATION AND CONTINUOUS IMPROVEMENT

To Continuously Monitor and Evaluate This Process Objective in Our School	Date Evaluated	Plans for Improvement

STAGE I. DEFINING THE OBJECTIVE

Rationale

STAGE II. INTERPRETING THE PROCESS OBJECTIVE

Ideal Implementation

Some Indicators	Indicators in my School Will Be

STAGE III. ANALYSIS: THE REAL VERSUS THE IDEAL

Discrepancies between Desired Indicators and Present Situation

PROJECTED COMPLETION DATE FOR STAGE III _____ DATE COMPLETED _____

STAGE IV. PLANNING FOR CHANGE

Suggestions for Implementing Process Objective	Implementation Strategies	Essential Changes for Our School

PROCESS OBJECTIVE _____

STAGE V. EVALUATION AND CONTINUOUS IMPROVEMENT

To Continuously Monitor and Evaluate This Process Objective in Our School	Date Evaluated	Plans for Improvement

PROJECTED COMPLETION FOR IMPLEMENTATION_____ DATE COMPLETED_____

"Research is a high-hat word
that scares a lot of people.
It needn't.
Research is nothing but a
state of mind--a friendly welcoming
attitude toward change."

Charles F. Kettering